DOCUMENT RESUME

ED 409 067 JC 970 384

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TITLE	Two-Year College Students and Date Rape: An Empowerment Model.
PUB DATE	97
NOTE	10p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Attitude Change; Community Colleges; Community Resources; *Consciousness Raising; *Crime Prevention; Participant Satisfaction; *Rape; *Student Empowerment; *Two Year College Students; Two Year Colleges; Volunteers; Workshops
IDENTIFIERS	*Date Rape

ABSTRACT

In 1990, Georgia's DeKalb College initiated a program of date rape prevention (DRP) workshops in response to statistics that show: (1) over 50% of all entering freshmen and 55% of all women are enrolled in community, technical, and junior colleges; and (2) 50% of rape victims will know the perpetrator. The workshop initiative sought to raise consciousness, provide rape prevention information, and foster the use of community and campus resources. Specifically, the workshops were designed to provide students with opportunities to engage in role plays and discussions regarding sexual assault scenarios, incorporating panels of key presenters, staff and student volunteers, and campus protective services officers. Other standard features of the workshops included publicity packets, printed materials from presenters, bibliographies of items on date rape in the college library, and a program evaluation. The majority of respondents to the evaluations indicated that the program was either very helpful or helpful, while suggestions for future workshop topics included more date rape, child abuse, incest, male rape, interracial dating, Acquired Immune Deficiency Syndrome, and eating disorders. Both male and female students indicated that they had not been previously aware of the fact that some dating incidents were, in fact, rape. Since 1992, date rape workshops have been included periodically in the college's orientation program and workshop schedule (HAA)

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Two-Year College Students and Date Rape:

An Empowerment Model

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Running head: TWO-YEAR RAPE

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Two-Year College Students and Date Rape:

An Empowerment Model

While sexual assault and date rape prevention (DRP) programming are well-represented within student development literature, the enactment of the Student Right-to-Know and Campus Security Act of 1990 has challenged student development professionals to refocus their attention on DRP within the two-year/community college arena. For example, Wiley (1992) reported an increase number of complaints filed against student athletes enrolled in the Florida community college system; as a result, the Florida Education Commissioner has drafted guidelines for the processing of rape complaints. Additionally, the Florida State Department of Education (1993) found that although aggravated assault and burglary decreased for community colleges, all other categories increased (i.e., forcible sex offenses, burglary, and larceny).

DRP programming within two-year colleges has been retarded by assertions such as those represented by Conciatore (1990) who reported that the incidence of rape is low on community colleges because most lack dormitories and fraternities and that there are little if any data on the problem of stranger rape at community colleges. Additionally, Benson, Charlton, and Goodhart's (1992) review of the literature on campus acquaintance rape contained no

citations of two-year colleges. On the other hand, perceptive researchers and student development personnel, have observed the general increase in violence in neighborhoods adjacent to community colleges and non-residential campuses violence. As a result of these observations and reported student incidents, they have developed specific need analyses and protocols for date rape prevention programs (Sweetser, 1995; Taylor and Benedetti, 1993; White, Nichols, and Donnald, 1981).

Three reasons motivated the development of DRP workshops at DeKalb College, a two-year, multi-campus institution that is the third largest college in Georgia and located in suburban Atlanta:

1. Over 50 percent of all entering freshmen and 55 percent of all women are enrolled in community, technical and junior colleges (Mahoney and Jimenez, 1992); thus, it is reasonable to expect that these students should be included in DRP.
2. 50 percent of rape victims will know their perpetrator (Gray, Lesser, Quinn, & Bounds, 1990); therefore, there is potential for substantial outcomes of DRP.
3. DRP would communicate a supportive campus, encouraging students to be more assertive in preventing rape and in reporting it when rape occurs.

Model

Date Rape Workshops were initiated at DeKalb in 1990. The purposes of the workshops were to raise consciousness, provide rape prevention information, and foster the use of community and campus resources.

Date rape workshops have been held primarily at the Campus Central, the largest of four campuses, with an enrollment of approximately 6,000 students. Initial workshops were sponsored by the counseling component of the Developmental Studies department; they were funded by the Student Government Association Lyceum grants and the African American club.

The structure of the workshops was designed to provide students an opportunity to engage in role plays and discussions regarding sexual assault scenarios. This was accomplished by using a standard panel consisting of a key presenter, volunteers from a community rape crisis center, student volunteers, and a campus protective services officer. Other standard features of the workshops included a publicity packet, printed materials from presenters, an updated print/nonprint bibliography of items on date rape in the college library collection, and a program evaluation. The publicity packet, which contained flyers, posters, and new releases, helped attendance. Memoranda and flyers were distributed to instructors who announced the workshops in their classes.

Key workshop presenters included an author of a date rape book,

Before he takes you out (Lindquist, 1989), as well as a chaplain from a women's correctional institution. One presenter was a clinical psychologist/sex therapist who has served as an expert witness in sex crime cases while another included a mixed gender detective team representing the Atlanta Police Department sex crime unit. This team, which subsequently appeared on national television, discussed rape cases, litigation, and the role of effective communications in relationships.

Programs were evaluated with an informal instrument incorporating a Likert-scale, open-ended questions and a comment section. The majority of the respondents reported that the program is either very helpful or helpful. Suggestions for future workshop topics were: more date rape, child abuse, incest, male rape, interracial dating, AIDS, and eating disorders. Student response to the question, "How did you find out about this workshop?" confirmed that instructors are the primary source of workshop information followed by program flyers. In terms of future program development, the use of standardized measures (questionnaires) and pre/post tests will be incorporated.

There have been unanticipated student and institutional outcomes of the workshops. Some male and female students have responded informally that they did not know that a dating incident was in fact rape. Also, during the workshops, students have queried panelists about career paths, motivation, and preparation for their professions. From an institutional perspective, the

greatest response to the workshops occurred after a February 1992 Date Rape Workshop when McDonald (1992) disclosed in The Atlanta Magazine a police report designating a neighborhood adjacent to the Central Campus as the "DeKalb Community College (Rape) Area." Immediately after this report, the SGA reportedly organized another date rape workshop. Since that time, date rape workshops have been included periodically in the college orientation program and workshop schedule by the ACCESS Centers (Student Affairs division).

These DeKalb College experiences support the timeliness and significance of date rape programming in the two-year college; indeed, these programs have the potential to empower students and the institution by fostering increased awareness and sensitivity and promoting campus safety.

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